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ABSTRACT

The report presents emerging trends, future outlook, and potential legislative provisions for career education. Two basic assumptions by the year 2000 are the recognition of education as a lifelong process with open entry/exit and the disappearance of traditional distinctions between learning in a formal setting and learning in the work place. The future will bring coequal collaboration and linkage between education and work sectors, emphasis on individual needs through career education, individualized learning through competency-based assessment, increased opportunities for education and training, expansion of counseling/guidance/placement/information systems of career development, the concept of entitlement or an "educational savings account," loosening of organizational constraints, and the emergence of a national education-work policy. Five basic provisions for comprehensive career education are identified: (1) leadership development (inservice training for teachers, counselors, and coordinators), (2) program grants to States, (3) State planning and evaluation grants, (4) continued authorization of a National Advisory Council on Career Education, and (5) an expanded Federal Office of Career Education. Procedural steps are discussed, and estimated costs are presented. A paper, "Futures Research in Education," and a bibliography are appended. (EA)

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# CAREER EDUCATION AND THE FUTURE

by

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prepared for

NATIONAL ADVISORY COUNCIL ON CAREER EDUCATION

October 1975

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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## PART I: LOOKING TOWARD THE FUTURE

### Career Education and the Future: Underlying Assumptions

Any analysis of the future is a hazardous venture. Many variables, both forseen and unforseen, will have an enormous impact on American education. Sputnik, affirmative action requirements, and the energy crunch stand as evidence of variables that have radically altered the face of American education. Yet some trends have begun to emerge, and a rough consensus is developing among observers who think seriously about the possible shape of American education in the year 2000.

Two basic assumptions are central to much of what has been written.

First, by the year 2000, education will be recognized as a lifelong process instead of one confined to the early years of an individual's life. Open entry and exit will be expanded so that adults will be encouraged to return to school seeking mid-career changes, up-grading, retraining, or the development of leisure pursuits. Education renewal opportunities in the form of sabatticals, exchange and work-study programs will be commonplace. Increased attention will be devoted to those individuals at or near retirement.

Because changes in a job will demand some sort of educational experience, education has no culmination. In the year 2,000 education will be a continuing process, interspersed with work.

Second, the traditional distinctions between learning in a formal educational setting and learning in the work place will no longer be applicable. The difference between such experiences will be in terms of context, not process. The manner in which individuals learn remains the same whether the learning takes place in a classroom or industrial setting.

The ability of our nation's workforce to rapidly assimilate new knowledges

and skills in the next generation will result in a learning society in which work and education can no longer be separated.

American Education in 2000

The cornerstone of education twenty five years hence will be a closer link between the worlds of education and work. Rather than the domination by one sector over another a spirit of coequal collaboration will prevail and result in increasing the linkages between education and work sectors. Working in partnership with representatives of business, industry and government, the design of new education and training programs will emphasize preparation for work as one of its goals. The use of programs emphasizing work experience (e.g. work study, and cooperative education) will be expanded from providing narrow specialized educational experiences to contributing to the broad educational and personal growth of all students. Thus, the linkages between the worlds of education and work will be increased and the transition between these sectors by learners and workers will be enhanced.

In addition to increasing the linkages between education and work, career education will replace the frequently fragmented and rigid approaches to instruction by emphasizing individual needs and aspirations. Previously, American education sought the blending and producing of a uniform student. Minimum levels of achievement, standardized curriculums and the prerequisites for further education attest to the presence of this approach. Career education, on the other hand, emphasizes a more individual and humanistic approach. By the year 2000, the impact of career education will have made our society a learning environment

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Appendix I describes the nature of research on the future and illustrates more explicitly some of the study that has taken place.

that will serve the needs of all our population on an individually prescribed basis.

The emphasis on individualized learning will be aided by the continued development of competency based assessment. This concept, developed in the 1970's, seeks to define the competencies or skills that are essential in the performance of a specified occupation. The increased emphasis on credentialing and licensing, societal pressures that job selection be based on necessary job skills, and the increased emphasis on assessing individual experiences for advance placement are all indicative of the movement toward accounting for the individuality of each person vis-a-vis education and work. In addition to increasing the emphasis on the individual needs, this approach will save time for both the individual and society by not requiring the repetition of skills previously learned. An individual's "educational passport" in the year 2000 will become a list of occupational and educational competencies, not simply a transcript.

Programs of "non-traditional education", that is, education programs offered by the military, trade unions, industry, proprietary schools, and others will be adopted into the mainstream of education. Although these programs train and educate millions of individuals yearly they have traditionally been outcasts from the temple of education. By 2000, the contribution these programs make to our society will be recognized and valued. In addition to providing worthwhile training programs, encouraging the development of non-public education will help reduce the public expenditures needed for education.

Work itself will be identified as a learning experience. A variety of current studies suggest that many workers are dissatisfied with their jobs.[22,51,53] Often their dissatisfaction is not monetary, but rather from a lack of self-fulfillment. To reduce worker alienation, many industries are experimenting with

programs designed to increase employee participation in decision-making, rotate employees through a variety of jobs and make workers aware of their importance in total product development. Through these and other programs individual growth, within the context of organizational growth, is facilitated resulting in a decline in alienation and a rise in production and personal growth.

Closely related to increased opportunities for education and training is the expansion of improved counseling, guidance, placement and information systems for persons in all stages of career development. This development recognizes the relationship between expanding education and training programs, and the need to assist individuals in processing and sorting out their educational and career options. Such services will be widely, and inexpensively available to help individuals make informed education and career decisions.

The expansion of career education may help reduce the dependency of handicapped and disadvantaged individuals on the larger society. The dependency of these individuals arises from a variety of factors: lack of job skills, an economic squeeze, transportation problems, and societal attitudes to mention a few. While career education cannot address all these problems, it can help provide these individuals with job and decision making skills that will assist them in becoming productive citizens with more meaningful lives. Thus it is conceivable that career education programs may help reduce expenditures in some governmental programs. For example, some disadvantaged individuals may move from welfare programs to self-sufficiency. In short, an extensive career program has the potential to reduce the dependency of some individuals on society and to reduce the spending in some domestic assistance programs.

By 2000 the financing of post high school education and training will have evolved into a smoothe running partnership between federal, state and local

governments, individual citizens, private business and industry and philanthropy. The concept of an entitlement, pioneered by the Basic Educational Opportunity Grant program in 1972 will have taken hold and been expanded into the establishment of an "educational savings account." This will entitle all citizens to two years of training and education beyond high school. Great flexibility will be accorded individuals in selecting the type of training as well as the time at which this training will take place.

Education in the year 2000 will see a change in the organizational structure. Trends in teaching and the gradual elimination of distinctions between educational levels will bring about an organization which facilitates learning on a kindergarten through adult continuum. Attention will be on the assignment of a person to a stage or phase of education rather than to a grade. No longer will a person be deprived of educational experiences because of organizational constraints.

Finally, we may expect the emergence of a national education-work policy. Such a policy will identify existing or emerging programs that address themselves to societal needs and establish a network to link programs together in a meaningful way. The policy will include the development of a "national manpower conversion model" designed to convert undeveloped potential manpower resources into skilled manpower resources of sufficient kinds and numbers so that the output will meet the manpower requirements of the expanding national economy. Such a model is consistent with the goals of career eudcation in that it emphasizes a comprehensive system of education, expanding learning opportunities in light of manpower requirements, and the consideration of societal needs in the development of educational programs.

But this view of the future is fraught with uncertainty. While it is useful to dream, we live in reality. What bridges can be built between the real and the ideal? The following describes a middle distance set of legislative provisions designed as an intermediate step in bringing about the type of educational system described above.

## PART II: CAREER EDUCATION LEGISLATION

### Introduction

Part II of this paper illustrates legislative provisions that may be advanced in the future. Some of its suggested provisions may be politically and financially unrealistic at this time. However, they are intended to assist the NACCE in thinking through ultimate goals and objectives for career education and determining how legislation can be designed to further those goals. Thus, although legislation advanced by the NACCE this year may be modest, the provisions discussed here should provide perspective for structuring such legislation.

### Underlying Assumptions

Five assumptions are basic to the development of more comprehensive career education legislation:

* Title X Part B of the Education Amendments of 1972 (PL 92-318), provides a model for the recommended legislation.
* Legislative authorizations and administrative amendments should be consistent with the concepts and purposes of career education. They should enhance integration of all institutions and agencies providing career education and minimize the fragmentation of administration with the federal government and state agencies.
* In order to maximize congressional support, new legislation should avoid the administrative and fiscal problems identified in the Governmental Accounting Office Report "What Is the Role of Federal Assistance for Vocational Education?"

* A smaller "gearing up" piece of career education legislation has preceeded this. Such legislation will include provisions for initial planning activities, leadership development programs, and state and local coordinators of career education. This legisaltion builds on what has been done previously. Some of the cost estimates suggested here will be revised depending upon the components of such "gearing up" legislation.
* Legislation should provide for an effective transition from gradual "gearing up" status to full implementation of career education.

Definitions

The drafting of provisions for career education legislation is complicated by the absence of a universally accepted definition. To provide substance to the legislative provisions and thus reduce the level of ambiguity, it is necessary that consensus should be reached among NACCE members on the definition of career education. Similarly, career education objectives should be agreed upon.

In the interim, however, the provisions that follow are based on the definition found in Section 406 of the Education Amendments of 1974 (PL 93-380):

> "career education" means an education process designed--
>
> (1) to increase the relationship between schools and society as a whole;

(2) to provide opportunities for counseling, guidance and career development for all children;

(3) to relate the subject matter of the curricula of schools to the needs of persons to function in society;

(4) to extend the concept of the education process beyond the school into the area of employment and the community;

(5) to foster flexibility in attitudes, skills, and knowledge in order to enable persons to cope with accelerating change and obsolescence;

(6) to make education more relevant to employment and functioning in society; and

(7) to eliminate any distinction between education for vocational purposes and general or academic education.

The objectives of the legislation are also useful:

It is the sense of Congress that--

(1) every child should, by the time he has completed secondary school, be prepared for gainful or maximum employment and for full participation in our society according to his or her ability;

(2) it is the obligation of each local educational agency to provide that preparation for all children (including handicapped children and all other children who are educationally disadvangaged) within the school district of such agency; and

(3) each state and local educational agency should carry out a program of career education which provides every child the widest variety of career education options which are designed to prepare each child for maximum employment and participation in our society according to his or her ability....

Basic Legislative Provisions

The five basic provisions include: 1) leadership development, 2) program grants to states, 3) state planning and evaluation grants, 4) the continued authorization of a National Advisory Council on Career Education, and 5) an expanded federal Office of Career Education.

Leadership Development

It is critical that teachers, counselors, coordinators and others be provided with the competencies needed to understand, develop, field test and implement a comprehensive career education program. As part of the "gearing up" strategy the first step should be inservice training for groups involved with career education.

Guidance and counseling activities are an integral part of a comprehensive career education program. Since career education is a relatively new concept in American education, however, it will require that some of the more than 50,000 personnel involved in guidance and counseling practices be provided with professional training opportunities in career education. Although many of the concepts and principles are already familiar to such personnel, the integration of these with other career education concepts, and the application of these concepts to career development and career decision making processes will require special attention. Attention to this transferability will increase the contribution guidance and counseling personnel will make to career education.

The success of career education is largely dependent on the application of career education concepts and principles by classroom

teachers. Inservice training should be provided for teachers at the elementary, secondary and postsecondary levels. Such training should be designed to acquaint teachers with the basics of career education, alternative instructional strategies for infusing career education into the mainstream of instruction, the types and kinds of materials available for career education, the identification of school, governmental, community and business resources for career education, and related state and local policies. The purpose of this provision is to equip teachers with the necessary prerequisite competencies to implement career education on a large scale basis.

Local coordinators responsible for the development and implementation of career education on a kindergarten through adult basis should also receive inservice training. As the key link in implementing career education on the local leve, coordinators should be knowledgeable in the administrative and management skills required for program direction as well as in the basics of career education. Thus, inservice training for this group should have two thrusts: program management and career education principles and concepts.

The scope of providing inservice training will be extensive. The National Center for Educational Statistics reports 2,429,897 elementary, secondary and postsecondary teachers, approximately 52,368 guidance and counseling personnel and nearly 17,000 school districts in the nation. In light of the size of the task this paper recommends that each state include in its state plan an analysis and description of its inservice training programs. To accomplish this difficult task, states should identify a portion of their educators who will receive inservice training each year so that over a three year period of time

It is recognized, however, that inservice training regardless of the target group will be protracted and should not be thought of as a one-shot, limited experience program.

State grants for inservice programs may be used:

(1) to purchase or develop, field test, publish and distribute instructional materials, and packages used to conduct inservice programs;

(2) to conduct seminars, workshops and other instructional programs for inservice purposes;

(3) to provide tuition grants or stipends to special individuals or groups enrolled in appropriate postsecondary inservice courses, programs, seminars, workshops, etc., and;

(4) to reimburse participants for travel and expenses.

There are approximately 2.4 million elementary, secondary and postsecondary teachers in the United States. Estimating that 75 percent of the teachers can be reached over a three year period, 1.8 million teachers will be provided inservice education by the third year. If 33 percent of the teachers can be trained per year, with a cost of $65 per teacher, the total annual cost for this training will be $39,000,000.

There are approximately 52,000 counselors at the elementary and secondary levels. Using our previous estimate of 75 percent coverage, 39,000 counselors will be provided inservice training by the third year. Based on an estimate of $265 per year for the more extensive training necessary, 33 percent of the counselors can be reached per year for a

cost of $3,445,000.

There are approximately 17,000 school districts in the United States. If 75 percent of the districts become involved in career education over the next three years and 33 percent of those can be provided with inservice training for coordinators per year, approximately 4,250 local coordinators will be reached per year. It is estimated that $325 will be needed to provide this training for an annual cost of $1,381,000.

In addition to these categories, a critical last category would include school board members, administrators, legislators and others. We estimate these costs at 10 percent of other training costs, or $4,383,000 per year.

Costs for Leadership Training

| | Annual | Total for Three Years |
|---|---|---|
| Teachers | $39,000 | $117,000 |
| Counselors | 3,445 | 10,335 |
| Coordinators | 1,381 | 4,143 |
| Others | 4,383 | 13,149 |
| Total | $48,209 | $144,627 |

Program Grants to States

Program grants to states are designed to serve as a catalyst in encouraging state and local education agencies to initiate, develop and implement programs of career education. Program grants should be awarded

to states following receipt and approval of state plans by the Office of Career Education. A maximum of five percent of the funds made available to states under this provision can be used for administrative activiites at the state level, including any use of Federal funds to pay the salary of the statewide coordinator. Programs under this provision may be carried out through contractual arrangements with private organizations and institutions for profit where such arrangement can provide equivalent education or services, by preventing expensive duplications, or by providing activities not otherwise available.

These grants may be used:

(1) to develop, evaluate and implement programs designed to infuse career education into elementary, secondary, and postsecondary education;

(2) for leasing, renting or remodeling of facilities to carry out career education programs;

(3) to purchase instructional materials and supplies for local level activities;

(4) for information dissemination about state and local activities;

(5) to develop programs with special potential for guidance and counseling services; and

(6) to develop and disseminate curriculum materials.

Discretionary funds under this provision should be made available to the Office of Career Education for those projects with special promise and potential. Any organization with the interest and requisite expertise can submit a proposal to the Office of Career Education for funds.

It is recommended that $226 million be authorized under this section. This figure is based on $50 per pupil, for 75 percent of elementary, secondary, postsecondary and continuing education enrollment.

Planning and Evaluation Grants to States

This provision requires states to conduct comprehensive planning and evaluation activities prior to the implementation of career education on a statewide basis. Eligibility to receive program grants under the previous provisions should be based on approval by the Director of the Office of Career Education of each state's plan. The initial plan should be for a three-year period with annual federal review. The Office of Career Education should be responsible for developing guidelines and regulations and for providing general assistance to states for planning and evaluation activities.

State planning should include, but not be limited to the following activities:

° assessment of existing career education programs and facilities and projection of needs;

° establishment of a comprehensive data base for policy making, policy analysis and evaluation purposes;

° identification and description of linkages between education and work within the state and local area;

° development of a strategy to infuse career education into elementary, secondary and postsecondary education;

° identification of target populations to be served including alternative programs designed for special segments of the population

such as the educationally disadvantaged and physically and mentally handicapped; and

° development of procedures to insure continuous planning and evaluation.

Planning activities should include representatives from state agencies having the responsibility for vocational education, community and junior colleges, higher education, elementary and secondary education, adult basic education, representation of all types of institutions in the states with the ability and desire to conduct programs. Other groups to be represented include private, non-profit elementary and secondary schools, the state employment agency, the State agency responsible for economic and industrial development, persons familiar with needs of handicapped and disadvantaged, and representatives of business, labor, industry, agriculture and the general public.

It is recommended that a total of $10 million be authorized to be divided among states proportional to population by formula in such a manner that no state receives less than $100,000. Up to 25 percent of each state's allotment may be used as incentive grants to encourage local planning and evaluation activities.

National Council on Career Education

The National Advisory Council on Career Education will be continued as provided for in Section 406 of the Special Projects Act of the Education Amendments of 1974 (PL 93-380). The Council should be broadly representative of education and industry within the nation as described in Section 1056 (b) (1) (E) of the Education Amendments of 1972. Ex officio membership should be given to the chairman of the National Advisory

Council on Vocational Education. Activities conducted by the National Council should include, but not be limited to:

- advising the director concerning the administration of, and preparation of general regulations for, and operation of career education projects and programs funded under the career education provisions;
- contracting for special studies, evaluations and research concerning projects and programs and other related activities carried out under these provisions and publish and distribute the results thereof;
- reviewing federal policy and planning activities carried out by the director in implementing career education under these provisions, including the preparation, publishing and distributing of an annual report describing the effectiveness of career education programs in meeting their expressed purposes and making recommendations to the Commissioner for changes in the administration and scope of these provisions. The annual report should be forwarded to the Secretary for transmittal to Congress.

The National Advisory Council on Career Education is presently operating on a budget of $110,000. It is recommended that the budget be increased to cover one additional staff person at $25,000.

Expansion of National Office of Career Education

Administration of career education at the federal level should be continued by an expanded Office of Career Education reporting directly

to the U.S. Commissioner of Education. Responsibilities of the Director of the Office of Career Education should include, but not be limited to:

- establishing with the advice of the National Advisory Council on Career Education, the goals, objectives and priorities for career education.
- developing and disseminating the guidelines and procedures for state planning and evaluation.
- establishing eligibility criteria for the award of program and project grants under the provisions of the legislation
- coordinating with the other federal bureaus and agencies programs and policies that relate to career education;
- developing and disseminating information on the status of career education;
- conducting special research, developmental, exemplary and other project and program activities with discretionary funds allocated to the Office; and
- monitoring and auditing state planning and evaluation activities on an annual basis.

Presently the Office of Career Education is operating with a professional and support staff of 19 people with an operating budget for fiscal year 1975-76 of $922,000. The implementation of career education on a national scale will result in an increase in federal assistance to states. This increase in assistance and the scope of responsibilities of the federal

office will necessitate additional professional and staff members. Increased expenses to support these staff will also be required.

A reasonable estimate of staff needs for administering the provisions already discussed would require doubling the current complement. While overall funding to the states will more than double, the nature of the new responsibilities will not require a proportional increase in OE personnel. Based on the current operating budget, increasing the staff to 40 will require approximately $2 million per year including expenses.

Summary

This paper has identified five basic provisions for comprehensive career education legislation:

(1) leadership development

(2) program grants to states

(3) state planning and evaluation grants

(4) continued authorization of a National Advisory Council on Career Education, and

(5) an expanded federal Office of Career Education.

The costs of such a program would be large, and, at present, unrealistic. If the experience with more limited legislation over the next few years gives reason for confidence that comprehensive career education can be effective, however, the proposals advanced here may provide a basis for the transition to full program implementation. In that context, these costs would be within an acceptable range---less than Part B (state grants) of the Vocational Education Act or the costs

of PL 874 ( Impact Aid). Since career education is intended to reach a substantial proportion of American students for ambitious reform goals, $400 million is not an inappropriate figure.

In the context noted previously----that the legislation advanced at this time be incremental and that a discussion of more comprehensive legislation is useful to insure a connection between initial measure and ultimate purposes--we suggest that there are several provisions in this paper that may be incorporated into legislation advanced at this time. Provisions that may be put forward include:

(1) leadership development programs;

(2) state planning and evaluation activities;

(3) the continuation of the National Advisory Council on Career Education in its policy reviewing and leadership capacities; and

(4) an expanded Office of Career Education.

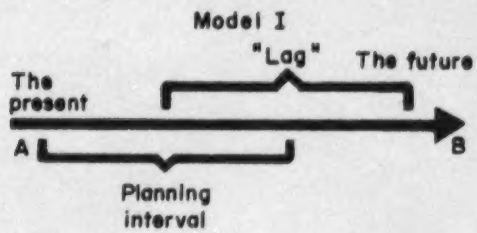
Although the base provisions would not establish career education as completely as some would desire, program grants, as described previously, are too expensive to be feasible at present. Experience with less ambitious measures must be successfully implemented first. A much smaller program grants provision, however, to allow the purchase of supplies and instructional materials, may be politically viable.

Appendix

## Futures Research in Education

Although man has always been concerned about his future, truly scientific futures research is a product of the last twenty years. Work at Rand, the Hudson Institute, Syracuse University Research Corporation, the Stanford Research Institute and the popular attention received by Limits to Growth and Future Shock (both of which suggested in part that our society, as presently structured, is incapable of dealing with emerging and future problems) have elevated the study of the future to a respected and valued place in both academic and policy-oriented research circles.

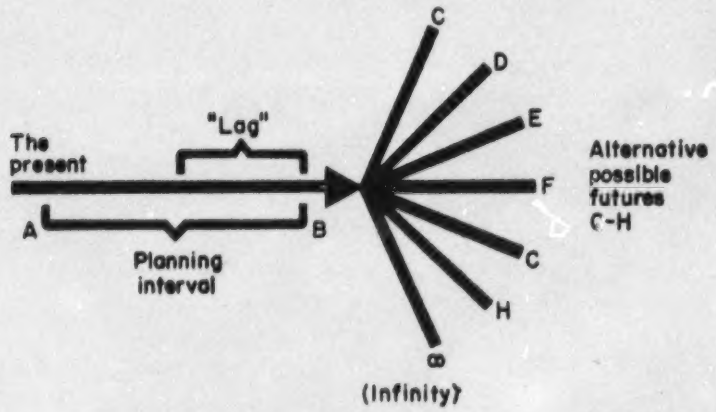
Since 1955 three primary models have been used in futures research: linear projections, alternative futures, and the cross-impact model. The linear projections model, illustrated below portrays the idea of preparing for events anticipated in the future where reliable social indicators (e.g., birth rates, production data, or death rates) are available.




Classical Linear Projection (Pre-1960)

Under this model, planning begins in the present (A), decisions are made during the planning interval (A-B), there is a lag as plans are implemented, and finally the plans will (hopefully) fit the realities of the future (B).

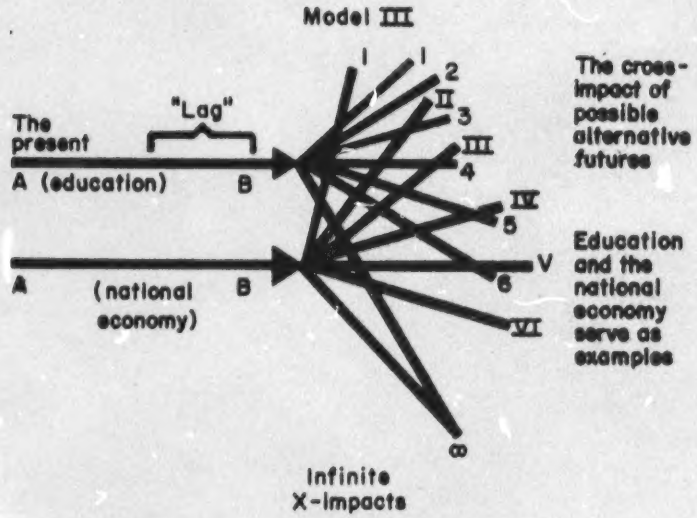
By 1965 it was realized that the linear projections concept had severe limitations. A shift occurred from the linear model to an exploration of alternative futures. Through the use of TEM (Time, Energy, and Money) units an organization could, supposedly create, or at least influence the future.




Multiple Alternative Futures Concept (*ca.* 1965)

The most recent futures research model recognizes the interrelationships that become evident as policy-oriented research is brought to bear on the problem of decision making. In the example below, education and the national economy are used to illustrate the cross-impacts that alternative futures have upon another. In short, when contemplating alternative futures in education, one must allow for a wide range of alternatives and occurances

in other areas.




Concept of Cross-Impact Among Alternative Futures (*ca.* 1972)

There is a close relationship between the significance of education in tomorrow's world and the significance of the future for education. If, as one of the basic assumptions of futures research asserts, the future is malleable, what are the emerging responsibilities that confront American education? Harold Shane, in answering this question, suggests the issue is not <u>whether</u> education is capable of meeting the needs of the future, but <u>how</u> education can be best utilized to serve the country and the world. In considering education's value for the future Shane concludes its significance rests on four points (49):

1. It is an established means of introducing learners to emergent social decisions;

2. it can be used to attack certain social problems;

3. it has shown an increasing ability to accept and implement new alternatives; and

4. it is probably societies best means of guiding human development so that an under-the-skin security develops in each child so that he is motivated to contribute to the outline of tomorrow.

Conversely, the future is significant for education. While there is some public dissatisfaction with current educational practices and results, there is a widespread agreement that major changes will be needed in the structure of education in the near future. Alvin Toffler, for example, in Future Shock argues that while education is undergoing rapid changes, "much of this change is no more than an attempt to refine the existent machinery, making it even more efficient in the pursuit of obsolete goals."(52) Similarly, Peter Drucker argues that the "knowledge industries" will become the primary industry supplying the essential and central resource of production by the late 1970's. He then argues, "It is not that we cannot affort the high costs of education; we cannot afford its low productivity." A revolution in education will follow. "In a knowledge society, school and life can no longer be separate."(15)

Thus, as these examples illustrate, the goals and objectives of education will be dramatically changed in the future. After careful research, Willis Harman synthesized some of the more specific changes in education that may occur over the next twenty-five years:

> Expanding fraction of the populace involved in education, and an expanding fraction of the national income going to education. This will no doubt be true no matter where in the

range of plausible futures we find ourselves heading. The nature of that education, however, will be vastly different depending on whether we head for the person-centered society, the second-phase industrial society, or a period of violence followed by a garrison state.

New conscious role for education to play a major part in accomplishing social goals and alleviating perceived social problems (national prestige, poverty, social order, racial conflict, etc.). This again, will probably be true whichever future we select, but what the social goals are, and what role will be played (e.g. maintaining social class differences vs. accelerating social mobility) will vary.

Increasing involvement of education with and functional relationship to, other social institutions. The balance between this trend and the counter-trend toward autonomy and community control of schools, diversity and free choice among schools will be much influenced by how values shift.

Extension in duration of the educational period, both through early-childhood education, and through more education for adults, in the form of postsecondary schooling, vocational retraining, continuing education, parent education and family education. Again, the overall trend is probably to be expectad for any of the plausible features, but what is done with those additional educational years would be very much a function of the path the society takes.

Extension of education to industry, community, and home.

Concurrent replacing sequential arrangement of education and work as we move into the learning society. One moving force is the rapidly decreasing half-life of occupational skills. Another, in the person-centered future, is the synthesis of mind-forming work and educative episodes as the central activity of a self-rewarding life.

Increasing departure from traditional methods of instruction. It seems clear that classroom and lecture schools as we have known them are a thing of the past. Overall direction taken by the future society will be determinative as to whether the emphasis is on educational technology for sytematization, efficiency in achieving behavioral objectives, and economy, or on new opportunities for individualized learning opportunity for open-ended growth

Increasing fraction of educational costs will be obtained and distributed on a national basis.

Extension of power and control to new groups-teachers, students, minority groups, etc. This represents a long term trend in the society in general.

Increasing blurring of the distinction between vocational and academic education, quite possibly to the point of eliminating narrow vocational training from elementary and secondary schools altogether. Pressure will continue to rise to eliminate the labeling as inferior which tends to occur to students placed in vocational training courses.

Movement toward an atmosphere of shared learning, nonauthoritarian attitudes, mutual respect between facilitators and learners, deprofessionalization, seems a possible trend which is compatible with the person-centered society, but not with more authoritarian futures.

As should be evident from even a cursory examination of the trends suggested above, American education in the future will embody many of the concepts, goals, and objectives of career education.

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